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ABSTRACT

The reliability and validity of the Social Avoidance and Distress (SAD) and Fear of Negative Evaluation (FNE) scales developed by D. Watson and R. Friend (1969) were tested for their use with university students in Thailand. Thai translations of both tests were administered to 176 university students on two occasions, with a month between testings, to assess test reliability. The test-retest correlation of the SAD was 0.77 and that of the FNE was 0.85. To assess construct validity, the test was administered to 958 students. Then, 138 students who received SAD scores lower than 3 and 157 students who received SAD scores of 11 or above were selected along with 62 students who received FNE scores lower than 9 and 108 of those who received FNE scores 18 or higher. Those who agreed to further participation were grouped by high and low social anxiety scores (low SAD = 108, high SAD = 126; low FNE = 35, high FNE = 58). Subjects were assigned to one of three conditions in which social anxiety about group participation was manipulated. Results were correlated with the State-Trait Anxiety Inventory of C. D. Spielberger et al. (1970). The validity was generally satisfactory for both scales. Thai students reacted differently than the Canadian students with whom the scale was developed, but the high reliability and satisfactory validity indicated that these scales are suitable for use with university students in Thailand. One flowchart, eight tables, and three figures present study data. (SLD)

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DEVELOPING THE SOCIAL AVOIDANCE AND DISTRESSED: (SAD) SCALE AND FEAR OF NEGATIVE EVALUATION (FNE) SCALE FOR APPLICATION TO THAI UNIVERSITY STUDENTS IN THE NORTHERN REGION

Siriperm Chowsilpa

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DEVELOPING THE SOCIAL AVOIDANCE AND DISTRESSED : (SAD) SCALE AND FEAR OF NEGATIVE EVALUATION (FNE) SCALE FOR APPLICATION TO THAI UNIVERSITY STUDENTS IN THE NORTHERN REGION.[1]

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The reliability and validity of the SAD and FNE scales (Watson and Friend, 1969) which measured social-evaluative anxiety were researched for their suitability for use with Thai university students. The research was divided into 2 steps. The first step involved test reliability while the second step involved the construct validity of the test using a sample of Thai students. Test reliability using product moment test-retest correlation of the SAD was .77 ($N=176$, $p < .001$) and that of FNE was .85 ($N=176$, $p < .001$). This finding, although slightly higher was consistent with that of Watson and Friend's data based on Canadian students. To assess construct validity, high and low socially anxious students were randomly assigned to groups of experiments. Social evaluative anxiety was experimentally manipulated in each of the experiments. In addition changes in reported anxiety was correlated with the STAI (Spielberger, 1970) and the ACL (Zuckerman, 1960).

From the data, it can be concluded that the SAD and FNE scales are suitable for use with Thai students at the university level because the reliability was high and the validity was satisfactory. The results obtained were generally similar to those of Watson and Friend. Moreover, it was also found that the SAD and the FNE sets and the self reports of subsets as measured in each experiment had a positive correlation with the STAI and the ACL. However, there were some differences in that Thai students reacted in a completely opposite way compared to Canadian students. When faced with the same social situation. These responses are discussed in terms of cultural differences.

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[1] This research was funded by Chiengmai University.

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There are very few Thai language personality test forms which can be used with Thai people. These tests, though standardized, have a common characteristic. They use too many question items and require much time to complete for example MMPI, EPPS and CPI. There is a need to take into consideration Thai cultural differences in test-taking, i.e. time consuming questionnaires creates difficulties of responding for Thais. This researcher feels that the personality test of the SAD scale, and the FNE scale designed by Watson and Friend in 1969 to measure the personality trait of the students at the university of Toronto, Canada are suitable to study due to their smaller number of items, limited to only 58 item : 28 for SAD and 30 for FNE. Each question requires a Yes-No answer. Also this test measured social adjustment and anxiety arising from being evaluated. So the tests can indicated which students need help and care in adjustment and evaluation especially for the first year student of Chiengmai University. Since the surveys and reports of university students (Thanabhum, S. + Singhawisai, C. 1977; Disayawanich, C. et.al., 1979) found that the students experienced greater anxiety after they entered the university due to the pressure of their new surroundings and to adolescent adjustment. Also student anxiety increased during the examination time as was shown by the high number of students who dropped courses to reduce the study load. Some of them dropped all courses, and others postponed their examination. The study pointed out that the number of students

who need help in this area is increasing. The persent researcher felt that the SAD and the FNE scale should be a good indicator of which students need help and care with social adjustment and test anxiety problems.

Research Method

The research is divided into 2 steps. The first step involves test reliability, the second step involves the construct validity of the test. All of the research procedures such as samples, data collecting and analysis will be confined within these steps.

Test Reliability

The test was translated into Thai and then was translated back into English in order to verify the content of the Thai version to the exactness of the content of the original version.[2] Then the test was given to 50 senior students majoring in English and in Psychology in order to check the students' understanding of the questions. After refining the test it was administered to 176 students, randomly selected from students taking basic courses in English and Social

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[2] The researcher would like to convey her gratitude and thanks to Mrs. Somporn Varnado and Father Paul Pollack who assisted with the Thai and English translations. And also appreciation is given to professor David L. Watson of the University of Hawaii at Manoa for giving permission to translate the SAD and the FNE scale to be used in this research.

Psychology in the first month of the first semester of the 1986 academic year. The test was distributed during class period. The students had to answer the same test twice with a one month interval in between each testing Then the score was analysed to find the test-retest reliability. The product-moment, test-retest correlation of the SAD was .77 (N=176, $p < .001$) and that of the FNE was .85 (N=176, $p < .001$). This correlation is slightly higher than that of Watson and Friend, which was .68 for the SAD (N=154) and .78 for the FNE respectively.

Construct Validity of the Test

The test was administered to 958 students who enrolled in General Psychology at Chiengmai University in the first semester of 1986. Then 138 students who received SAD scores lower than 3 and 157 students who received the scores of 11 or higher were selected along with 62 students who received FNE score lower than 9 and 108 of those who scored 18 or higher. Letters were sent out to these students to ask for their cooperation in the research. A Majority agreed to participate : 108 in the low SAD score and 126 in the high SAD score (78.26 and 80.25 percent respectively); 35 in the low FNE score and 58 in the high FNE score (56.45 and 53.70 percent respectively).

The high and low anxiety subjects were randomly assigned to one of three experimental conditions (see Fig. 1 for the experimental procedures). At first

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Insert Fig. 1 about here

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all subjects had to take the State-Trait Anxiety Inventory (STAI) by Spielberger et. al. composed of 40 items. The Thai translation of STAI was taken from the appendix of a master thesis by Tapinta. The A-Trait set is a set of questions designed to check the basic anxiety in a person. After the subjects had taken the A-Trait, the experimenter[3] conducted three groups of experiments. The purpose of doing these experiments were to check the students performance with their SAD and FNE scores. The experiments were comprised of two social conditions and one evaluative condition. After the experiments, the subjects had to answer the questionnaires for each experiment followed by taking the A-State, and the Adjective Checklist. (The ACL is comprised of 20 items; half of which indicated low anxiety, the other half indicated high anxiety. This means the subjects who made a high score had high anxiety). The ACL is an anxiety test developed by Zuckerman. The purpose for administering these tests to the subjects after they had done the experiment were to check the subjects' feelings about the experiment.

Experiment I : SAD and performance either Alone or Together

The expectations were that subjects who received higher SAD score would tend to have high anxiety and not feel

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[3] This researcher wants to express her thanks to Miss Saisawalee Vitayapak and Miss Petchara LiangLaklert for their help as experimenters.

at ease in social affairs. Therefore, this group of subjects were expected to have a tendency to prefer working individually rather than in groups. And also it was expected that the SAD high score subjects would not do well in evaluative task such as the Digit Symbol Subtest when compared to those who achieved a lower SAD score. As the Digit Symbol Subtest required subjects to memorize digits within certain time limit, it was an initial arousal stimulus for high anxious subjects which would be reflected in impaired performance on this test.

Forty-four subjects of the low SAD (0 to 1) and 60 subjects of the high SAD (12 or higher) were divided into two equal groups for each of the low SAD and the high SAD scores respectively. This experiment set up a situation for the subjects of each group to be randomly selected to either write an article alone or participate in group discussion. In the beginning of the experiment, the experimenter informed the subjects that each of them would be assigned to do two tasks. The first task, which was taking the Digit Symbol would be given immediately on that day; the second task would be arranged later.

After the explanation, the experimenter handed an envelope to each subject. On the envelope appeared a statement "Write an article by yourself" or "Group discussion." The envelope also contained a set of four questions about their feelings concerning the experiment. The questions were on a 5 points scale arranged from "not at all" to "very much."

The subjects would open the envelope and answer the questions after they had taken the Digit Symbol which took 90 seconds. The test was administered in a group of 1-5 subjects. Two female experimenters administered the test. One handed out the questionnaires, the other administered the Digit Symbol Subtest.

Results

The two expectations were supported, that is, the high SAD group made a lower score in the Digit Symbol Subtest (two-way analysis of variance for unequal N was performed $F = 6.83$, $df = 1/100$, $p < .01$), and preferred to working alone (which was discussed later, on the questionnaires given to the subjects). However no interaction effects was found between anxiety level and experimental conditions, This means that social interaction did not arouse the degree of anxiety necessary to interfere with the Digit Symbol task.

The other anxiety tests namely STAI (A-trait :- $F = 48.903$, $df = 1/100$, $p < .001$; A-State :- $F = 28.657$, $df = 1/100$, $p < .001$) and ACL ($F = 14.526$, $df = 1/100$, $p < .001$) also indicated that the only main effect of the SAD scores were yielded significant. These results showed that those who received low SAD scores demonstrated low anxiety in all scales. On the other hand, those who received high scores for SAD demonstrated high anxiety in all other scales as well. Other differences could not be detected in these scales.

The subjects' answers for the questionnaires concerning the next experiment has been summarized in Table 1.

Insert Table 1 about here

Analysis of Variance for unequal N was used for item 1 and other items except for item 2. Item 1 asks, how much the subjects want to come back for the next experiment. The results show no differences in the high and low SAD groups. And there was no differences in the preference for writing an article by oneself or for group discussion. These findings were different from Watson and Friend's research in that their high SAD subjects were significantly less interested in returning. Watson and Friend also found an overall difference between the Essay and group discussion condition. But more interesting was their interaction, which indicated that while the high SAD subjects were more interested in returning if they were to be in the Essay condition, the low SAD subjects were more interested if they were to be in the group discussion situation. Item 2 asks which working group the subjects wanted to join for the next experiment. Chisquare was used for the analysis (X^2=4.038, df = 1, $p < .05$). The subjects who received low SAD score seemed to prefer group discussion while the high SAD scores seemed to prefer writing an article individually. Item 3 asks about how much anxiety the subjects feel about having to come back for the next experiment. The high SAD scores tended to feel more anxiety about the return than the low SAD group,

($F = 15.217$, $df = 1/100$, $p < .001$). There was no difference in condition and interaction effect. The last question was about the degree of confidence the subjects have in achieving the task for the next experiment. The low SAD group seems to have more confidence than the high SAD group ($F = 11.544$, $df = 1/100$, $p < .001$). No other difference is evident.

Experiment 2 : SAD and Being Alone or Together

The hypothesis of this experiment were that people who score high on SAD would aviod talking to others present and the performance of high SAD group would be best working alone.

Sixty-four students who made scores in SAD lower than three and sixty six of those who made higher than eleven were divided into 3 groups for the three conditions as shown in table 2

Table 2 Number of subjects dividing in each condition.

CONDITION / SAD	I	II	III
HIGH	21	25	20
LOW	21	21	22

This experiment was conducted one subject at a time. Three sets of the Digit Symbol were put continuously on one sheet given to the subjects and they were allowed four minutes

to do this task (WAIS allows 90 seconds per one Digit Symbol. But in our case, three sets of Digit symbols were combined so it should take around 4 minutes and 50 seconds.) In the first condition, subjects had to work on the Digit Symbol individually while the experimenter acted as a time keeper. In the second condition the experimenter introduced to the subject a female observer described as a psychologist with a specialty in thinking and memory. This observer would sit in and observe the subject during the experiment. The subject was not allowed to talk to the observer, however in the third condition, the subject was introduced to the same observer. This time the subject was permitted to ask questions or seek help from the observer during the experiment. The observer was trained to suggest better ways to finish the Digit Symbol by pointing out to the subject that the three sets of Digit Symbols were the same. For this reason, if the subject could do the first set correctly, he/she could save time by just copying it down in the other two sets without having to look at the symbol again. At the end of the experiment the subjects in the third condition had to rate a four-point-scales questionnaire asking how much he/she had consulted the observer.

Results

The result showed no difference either on Digit Symbol performance or experimental condition. Also the group was asked to answer questionnaires concerning the amount of conversation they had with the observer by rating the four-point scale from

"not talking," "a little," "quite a lot," and "most". No differences between high and low SAD were found. These findings was not consistent with Watson and Friend who found that the hight SAD group talked less than the low SAD group at .05 significance. Such a difference may be explained by the fact that Thai students do not express themselves as much as students in the West.

In regard to high and low SAD groups their scores on the STAI and ACL, the result on A-Trait set of STAI showed that the high SAD group had more anxiety than the low SAD ($F = 39.873$, $df = 1/124$, $p < .001$). No other difference was found. But in the A-State and ACL, they showed the same value as in Table 3,5 and Fig. 2,3 respectively.

Insert Table 3,5 and Fig. 2,3 about here

That is a significance difference in both main effect and the interaction effect between SAD and Conditions ($F = 3.538$, $df = 2/124$, $p < .05$ in A-State; $F = 2.957$, $df = 2/124$, $p < .05$ in ACL).

The analysis of simple main effect of SAD and conditions were perform on A-State and ACL and were shown on Table 4 and 6 respectively. The analysis indicated that subjects

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Insert Table 4 and 6 about here

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in third condition yielded a significant ($F(1,124) = 17.6925$, $p < .01$ for A-State, $F(1,124) = 11.71623$, $p < .01$ for ACL) with high SAD subjects showing higher anxiety than low SAD subjects (means of 48.10 and 38.09 for A-State and means of 6.70 and 3.55 for ACL). Also in A-State analysis of simple main effect, subjects in the second condition yielded a significant $F(1,124) = 8.0210$, $p < .01$. It indicated that the high SAD group reported more anxiety when there was an observer present during the experiment, with means of 43.12 and 36.38 for high and low SAD groups respectively.

In summary, from subjects responses to A-State and ACL, the high SAD subjects had the most anxiety when there was an observer talking to them during the experiment but this group had the least anxiety when working alone. The opposite is true in the low SAD subjects which had the highest anxiety when working alone, but had the least anxiety when there was an observer watching their performance. With the observer talking to them, it would created the anxiety nearly equal to working alone.

Experiment 3 : FNE and Social Approval

The expectation of this experiment was that persons scoring high on FNE would have better performance when he/she was praise for doing a good job. For the low FNE subjects, they would do best when criticized as fear of negative evaluation was an avoidance motive. Presumably a person who scored

high on FNE scale might try to gain social approval. This experiment tried to manipulate these incentive conditions.

Thirty-five of the subjects had FNE scores lower than 9 and 58 subjects were those with FNE higher than 18. They were grouped as showned in table 7.

Table 7 Number of subjects dividing in each condition

FNE \ CONDITION	I	II
HIGH	30	28
LOW	17	18

The subjects worked on a card sorting task. Card sorting time was limited to three minutes each. There were 150 cards numbering from one to fifteen, with ten cards for each number. The card were to be distributed in boxes which had three rows and the random numbers on it.

There were two different conditions involved in card sorting. In the first condition subjects would be praised after they finished sorting with the experimenter praising them for doing a good job and expressing the belief that they would do better the second time. After the subjects finished sorting the cards the second time, they were praised again and asked to rate on a five-point-scale, a questionnaire consisting of three items concerning their feelings about the experiment,

and how well they thought they did. The last item was about how the subjects thought the researcher would rate their performance. The same procedures were followed with the second condition, but instead of praising them, the experimenter criticized them.

Results

The 2-way analysis of covariance for unequal N was used for the second sorting as "right" "wrong" and "overall" card sorting, to control for variability not directly related to the experimental treatment, such as the experience of playing cards and the total amount of time spent on the first card sorting task. Hence performance on the first card sorting (as "right" "wrong" and "overall") was used as the co-variate for the second card sorting respectively. The result showed that in the "right" category the high FNE group did better than the low FNE group ($F = 5.875$, $df = 1/88$, $p < .01$). For "wrong" card sorting, the experimental condition seemed to affect the card sorting performance. That is, the criticized group would make more mistakes than the praised group ($F = 5.771$, $df = 1/88$, $p < .01$). For the "overall" card sorting, the same result as in the "right" card sorting occured. That is, the high FNE group did better than the low FNE group ($F = 4.490$, $df = 1/88$, $p < .05$).

The answers to the first questionnaires concerning the subjects' feeling during the experiment were analysed. The main effect of FNE ($F = 6.019$, $df = 1/89$, $p < .01$) was significant

as well as the interaction effect between the FNE and the experimental condition ($F = 4.128$, $df = 1/89$, $p < .05$) see Table 8 Fig. 4. This meant that the high FNE group reported

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Insert Table 8, Fig. 4 about here

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that their anxiety increased when they were criticized while the low FNE group reported that their tension increased when they were prasied. As for the second questionnaire asking about how well they thought they did on the performance, the praised group reported better expectations than the criticized group ($F = 14.261$, $df = 1/89$, $p < .001$). For the last question concerning the subjects' expectation of the evaluation of their performance, the praised group felt that the researcher would rate their performance higher than the criticized group did ($F = 41.853$, $df = 1/89$, $p < .001$).

In the anxiety test set of STAI, it was discovered that the high FNE group had reported more anxiety than the low FNE group with a significant difference of $p < .001$, $F = 18.971$, $df = 1/89$ and $p < .01$, $F = 5.959$, $df = 1/89$ on A-Trait and A-State respectively. Moreover, the A-State and ACL showed a main effect of condition difference at $p < .05$, $F = 4.000$, $df = 1/89$ and $p < .05$, $F = 4.996$, $df = 1/89$ respectively which meant that the criticized group reported having higher anxiety than the praised group.

These findings indicated that the hypotheses were partially supported, with the high FNE group reported that their anxiety increased when they were criticized while the low FNE group reported that their tension increased when they were praised. However, the predicted interaction effect of the FNE and the experimental condition was not detected on card sorting performance.

Discussion

From the experiment, it can be concluded that the SAD and the FNE scales are suitable to be used for measuring the personality trait of the Thai university students. This is especially useful for Counselling Office of Chiengmai University to use SAD and FNE scale as an indicator of which students need help and care with social adjustment and test anxiety, given that the reliability of the questionnaires was high and its Validity was also satisfactory to some extent. The results obtained were quite close of that of Watson and Friend.

However, there were some differences in the answers of the Thai students and the Canadian students concerning the questionnaires which asked subjects' opinions about the experimental setting. This difference seems to be produced by a conflict with Thai socialization. There were no differences in the answers of the Thai students of the high SAD group and the low SAD group. Watson and Friend found a difference in the

main effects and the interaction effect. This may be because Thai students are not as expressive as Canadian students in verbalizing their true feelings.

Many studies on Thai people (Siripirom, C. 1969, and Supap, S. 1985) reported that Thais are not expressive because they live in an affiliative society which is rather rigid in customs and traditions as well as having a hierachical system. Such characteristics make the people less independent and afraid to show opposition against others, either out of respect or not wanting to offend them. It is a Thai custom to be humble and obedient to elders as well as to seek their protection. This makes the people become less responsible to themselves and less confident in making decisions and less willing to speak up or express negative opinions. These social constraints may have made the subjects reluctant to answer questions fully in accord with their feelings and this may have affected the experiment somewhat. Questions that did not directly conflict with Thai socialization produce results similar to those of Watson and Friend. Moreover, it was also found that the SAD and the FNE sets had a positive correlation with the STAI and the ACL as can be seen in the answers to the questionnaires in the three experiments.

From this study, it is clear that the SAD and the FNE scales were suitable to be used for Thai university students. In addition the STAI and ACL are also culturally appropriate in measuring personality traits of the Thai

university students. However, future research should look at other variables that influence social anxiety, e.g. birth order and sex. Schachter (1959) and Sampson (1962) found that the first born and the "only" child are more anxiety prone and high in need for achievement than later born especially in female subjects. Also, performance on the SAD and the FNE scale and its relation with academic performance of the students need to be investigated. This will provide data relevant to the primary prevention of social maladjustment among first year students.

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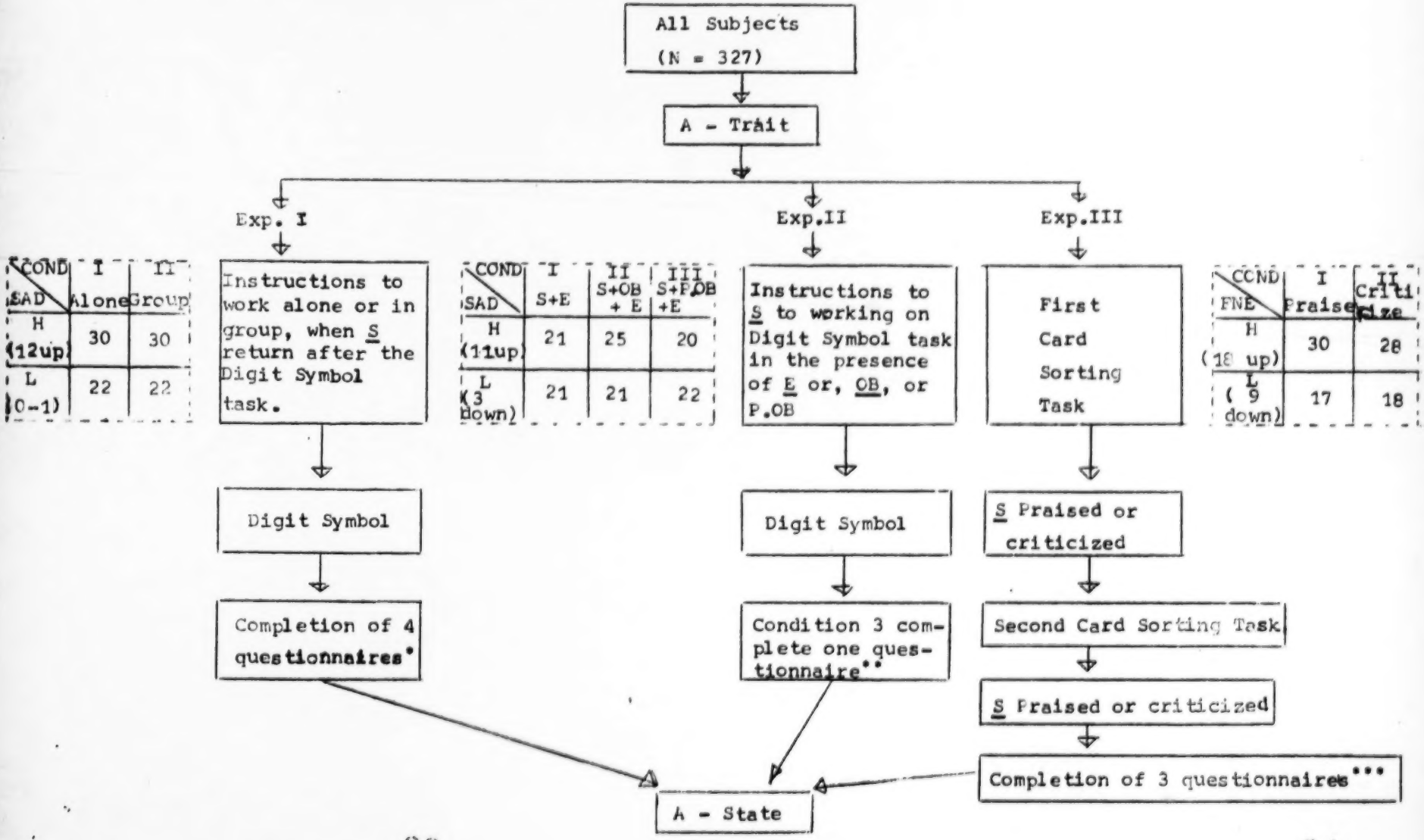
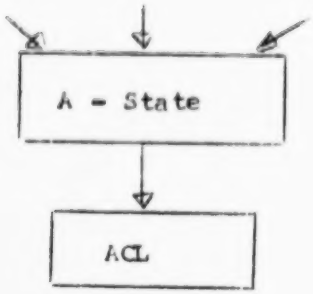
Fig.1 Diagrammatic representation of the three experimental conditions.





H = High
L = Low
S = Subject
E = Experimenter
Cond = Condition
OB = Observer
P.OB = Participant observer

*Item 1 Do you intend to come back for the next experiment?
2 If you come back for the next experiment, which task do you prefer?
3 How much anxiety do you feel about the next experiment?
4 How much confidence do you have in achieving the task for the next experiment?

**Item 1 How much he/she had consulted the observer?

***Item 1 How much anxiety do you feel during the experiment?
2 How well he/she thought he/she did on the performance?
3 How well he/she thought the experimenter would rate their performance?

Table 1 Data from the 4 questionnaire items concerning the subjects feelings towards the experiment.

Question item	Condition	
	Writing an article individually	Group Discussion
1. Do you intend to come back for the next experiment?		
High SAD		
Mean	3.60	3.40
Number of subjects (N)	30	30
Low SAD		
Mean	3.86	3.45
Number of subjects (N)	22	22
2. If you come back for the next experiment, which task do you prefer?		
High SAD	42	18
Low SAD	20	24
3. How much anxiety do you feel about the next experiment?		
High SAD	2.07	1.97
Low SAD	1.32	1.55
4. How much confidence do you have in achieving the task for the next experiment?		
High SAD	3.43	3.37
Low SAD	4.14	3.64

Table 3 Analysis of Variance on STAI : A-State

Source	df	SS	MS	F
SAD	1	1147.305	1147.305	18.789(1)**
Condition	2	372.954	186.477	3.065(2)*
SAD x Cond	2	432.064	216.032	3.538(3)*
Within	124	7571.592	61.061	
Total	129	9480.277	73.491	

** $p < .01$ $F_{(.01,1/124\ df)} = 6.84$

* $p < .05$ $F_{(.05,2/124\ df)} = 3.07$

(1) $\bar{X}$ low SAD = 37.67, $\bar{X}$ high SAD = 43.50

(2) $\bar{X}, C_1 = 39.05$, $\bar{X}\ C_2 = 40.04$, $\bar{X}\ C_3 = 42.86$

(3) see table above Fig 2

Fig 2 Mean scores on STAI : A-State

SAD \ CONDITION	I	II	III
LOW (N)	38.52 (21)	36.38 (21)	38.09 (22)
HIGH (N)	39.57 (21)	43.12 (25)	48.10 (20)

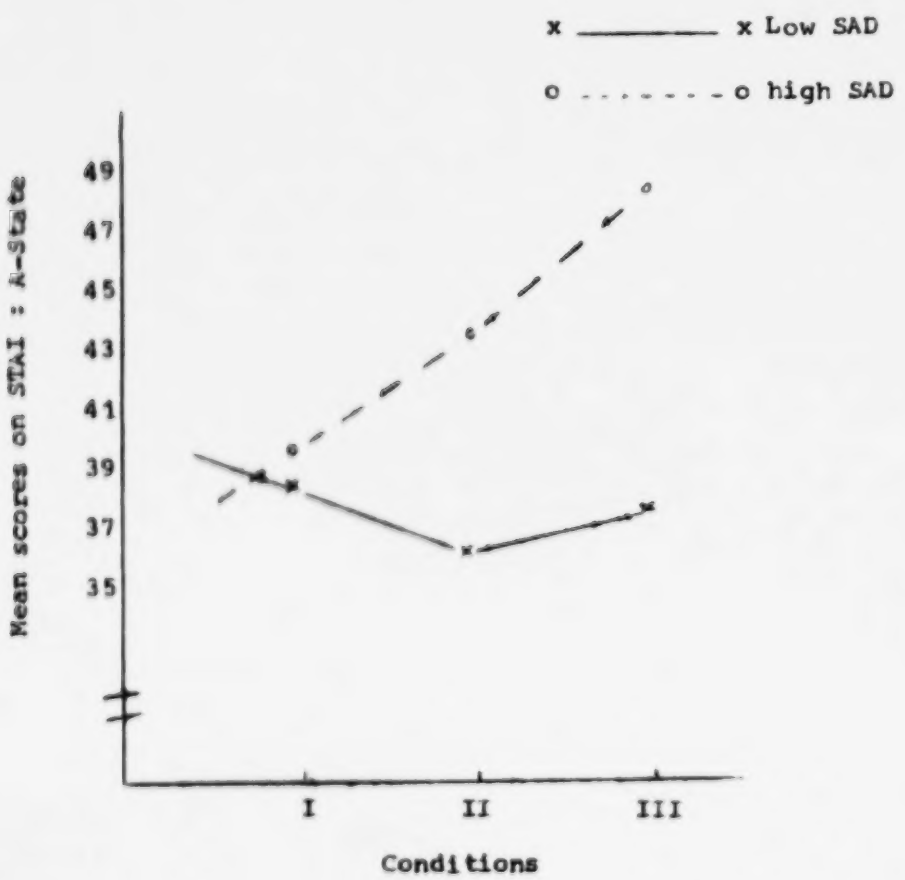


Table 5 Analysis of Variance on ACL

Source	df	SS	MS	F
SAD	1	71.793	71.793	7.863(1)**
Condition	2	72.601	36.300	3.976(2)*
SAD X Cond	2	54.007	27.003	2.957(3)*
Within	124	1132.234	9.131	
Total	129	1323.877	10.263	

** $p < .01$ $F_{(.01,\ 1/124\ df)} = 6.84$

* $p < .05$ $F_{(.05,\ 2/124\ df)} = 3.07$

(1) $\bar{X}$ low SAD = 3.31, $\bar{X}$ high SAD = 4.73

(2) $\bar{X}\ C_1 = 3.69$, $\bar{X}\ C_2 = 3.41$, $\bar{X}\ C_3 = 5.05$

(3) see table above Fig 3

Fig 3 Mean scores on ACL

CONDITION / SAD	I	II	III
Low (N)	3.71 (21)	2.67 (21)	3.55 (22)
HIGH (N)	3.67 (21)	4.04 (25)	6.70 (20)

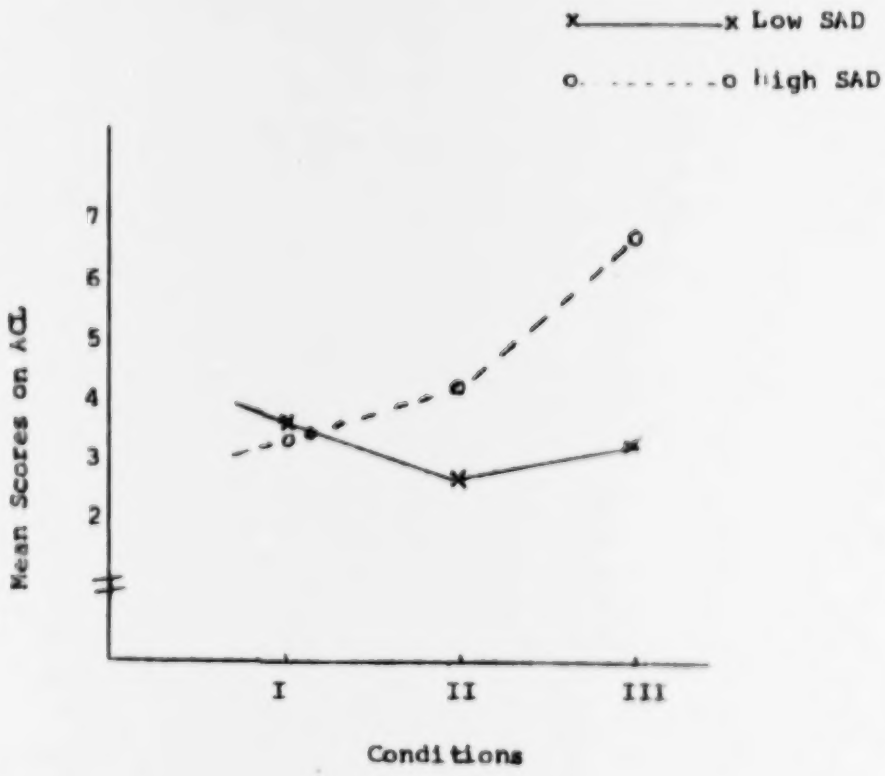


Table 4 Simple Main Effect of SAD and Conditions on the STAI : A-State

Source	df	SS	MS	F
SS_{SAD} in Cond I	1	11.8878	11.8878	0.1946
SS_{SAD} in Cond II	1	489.7758	489.7758	8.0210**
SS_{SAD} in Cond III	1	1080.3234	1080.3234	17.6925**
$SS_{Low\ SAD}$ in all Cond	2	0.1513	0.0756	0.0012
$SS_{high\ SAD}$ in all Cond	2	1.6691	0.8345	0.0136
Error	124	7571.592	61.061	

** $p < .01$

Table 6 Simple Main Effect of SAD and Conditions on the ACL

Source	df	SS	MS	F
SS_{SAD} in Cond I	1	0.0172	0.0172	0.00188
SS_{SAD} in Cond II	1	20.2360	20.2360	2.21619
SS_{SAD} in Cond III	1	106.9809	106.9809	11.71623**
$SS_{low\ SAD}$ in all Cond	2	0.0296	0.0148	0.00162
$SS_{high\ SAD}$ in all Cond	2	0.2483	0.1241	0.01360
Error	124	1132.234	9.131	

** $p < .01$

Table 8 Analysis of Variance on the first questionnaire concerning the subjects' feeling during the experiment.

Source	df	SS	MS	F
FNE	1	3.647	3.647	6.019(1)**
Condition	1	1.678	1.678	2.770
FNE X Cond	1	2.502	2.502	4.128(2)*
Within	89	53.932	0.606	
Total	92	61.613	0.670	

** $p < .01$ $F_{(.01,1/89df)} = 6.93$

* $p < .05$ $F_{(.05,1/89df)} = 3.95$

(1) $\bar{X}$ low FNE = 1.69, $\bar{X}$ High FNE = 2.09

(2) see table above Fig 4

Fig 4 Mean scores on the first questionnaires

CONDITION / FNE	PRAISED	CRITICIZED
LOW	1.76	1.61
(N)	(17)	(18)
HIGH	1.83	2.36
(N)	(30)	(28)